OFFICE FOR ABILITY AND ACCESS
McMASTER UNIVERSITY

ANNUAL REPORT TO
MINISTRY OF EDUCATION AND TRAINING

1994-1995
Executive Summary

The Office for Ability and Access once again experienced an extremely large growth in the total number of students requesting services and receiving accommodations. The year over year growth was 37.2%.

The 1994-1995 fiscal year, growth in self-identified students, was from a level of 312 students in 1993/1994 to 428 students in 1994/1995. The year over year increase from May of 1991 to May of 1995 was an extraordinary 308%. Growth has averaged 43% per year over the last five academic years.

It should be noted however, that the fiscal resources available in the 1994-1995 year increased by less than 1%. The available service dollars per registered client has been decreasing over the past five years.

<table>
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<tr>
<th>Year</th>
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During the fiscal year, the Office for Ability and Access developed a new relational database system for client service tracking throughout the year. This database includes information on client records, student accommodations and financial assistance. The Office also established an on-line information system through the University Gopher server.

The development of a comprehensive strategic plan for serving students with disabilities continues to be reviewed based on changing demands and priorities within the University. Each student receives an Individual Education Plan (IEP) developed in conjunction with the student.

1994-1995 was the first year that the Office for Ability and Access became an operating unit within the Student Affairs envelope. This shift provided an opportunity to develop a more cohesive and direct set of support services for all students within the University community.
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POLICY STATEMENTS

1 McMaster University
   (a) Policy Statements Applicable to Undergraduate Students (McMaster University Senate, January 9, 1985)

The University encourages disabled persons to apply for admission to its programme. All students are expected to satisfy the normal requirements for courses and programmes (including final examinations), although the Associate Deans (Studies) may authorize special arrangements to assist students to complete assignments, tests and examinations. Some programmes may include requirements which cannot be met by some people. Nevertheless, in selected programmes an adapted course of study may be prescribed by the Associate Dean (Studies) on behalf of the Faculty, following discussion with the student. Although there are many obstacles to overcome, experience has shown that students with various disabilities have been able to complete a variety of programs at McMaster.

Applicants with disabilities are encouraged to contact the Office for Ability and Access who will discuss their programmes of study and other aspects of university life, and will identify the faculty advisors to whom they should speak. Information on sources of financial assistance is also available.

A student at McMaster, who incurs a permanent or temporary disability while enrolled at McMaster should consult the Associate Dean (Studies) of his or her Faculty to consider whether or not special arrangements can be made to enable that student to continue in the course of studies in which he or she is enrolled.
1 POLICY STATEMENTS

1 McMaster University
(b) McMaster Residence Admissions - Policies and Priorities (as approved by Senate in 1982 with all subsequent revisions to March 1992)

1 Level One Admissions and Quotas
(a) To assist McMaster in increasing its intake of Level One students with high academic standing, and to underline the educational purposes for which student housing was first constructed here, residence places are offered automatically to applicants with graduating secondary school averages in approximately in the top two-thirds of the entering class as a matter of first priority. In addition to recognizing academic merit, the University wishes to recognize the potential contribution of first-year students who have demonstrated leadership in non-academic areas, by guaranteeing a place in residence to those who meet the criteria set out in Appendix A (this is not included or related to the OAA).

In order to facilitate access to education at McMaster and to account for differences in secondary school assessment, incoming students whose permanent residence is outside of the Province of Ontario or Canada, and who meet all normal admission requirements for their Faculty, will receive an offer of guaranteed admission to residence.

Disabled students who would otherwise be denied the pursuit of a university education will be given the guarantee of admission to residence, independent of normal admission requirements. The director of Residences, in consultation with the Manager of Ability and Access, will be responsible for identifying qualified disabled individuals, subject to the suitability of available accommodation.

Any places remaining for Level One students after these priority groups have been housed are offered to remaining first year applicants, in descending order of academic average.

(b) To enable more students to spend at least their first year on campus, 70% of the places in each of McMaster's nine conventional residences are reserved for incoming Level One students. The Bates Residence, which offers unfurnished apartment-style accommodation, is not well suited for first year students and is, in consequence, reserved for returning students and new applicants beyond Level One.

(c) In order to remain eligible for residence, Level One students must register for, and remain registered, in a minimum academic courseload of twenty-four (24) units.

2 Re-Admissions and Admission of Students Beyond Level One
(a) In its re-admissions to residence and in the admission of new students beyond Level One, McMaster seeks to acknowledge and reward those students who distinguish themselves in the academic and extra curricular life of the campus in order to strengthen the education and developmental character of McMaster residences for the benefit of the entire residence and campus community, and most especially to assist in the integration of the large number of incoming first year students who will be admitted each year.
(b) Re-admission to residence and new admissions of students completing Level One and beyond is contingent, among other considerations (as noted below), on attaining a minimum University Average of 3.5 (C+/D-) in full-time study (i.e. at least 24 units).

(c) Only full-time students are eligible for residence accommodation. A full-time undergraduate student is defined as one who is taking courses equivalent to at least twenty-four units between September and April, or is enrolled in a full-time co-op program as defined by the student’s Faculty. Graduate students are considered full-time students if so designated by the Office of the Dean of Graduate Studies.

(d) While lottery proceedings will assist in determine re-admissions priorities in all residences (including Bates), the results of those proceedings will be subject to the qualifications listed immediately following.

(e) Students who draw priority positions in a residence admission lottery but who fail to meet the minimum academic requirements outlined in (b) above will have their names moved to the bottom of the waiting list for places in residence.

(f) Applicants who distinguish themselves academically by being named to the Deans Honour List will receive special residence admissions priority on the basis of academic merit considerations.

(g) Students who (having met the minimum academic standard for re-admission or new admission outlined in (b) and (c) above) distinguish themselves in extra-curricular activities on campus outlined in Appendix B, will receive special residence admission priority on the basis of non-academic merit considerations.

(h) The Director of Housing will continue to reserve the right to make special provision for students with disabilities.

(i) The Director of Housing will continue to reserve the right to refuse any applicant for disciplinary reasons.

(j) Forty percent of all places in the Bates Residence will be reserved for the re-admission of student now living there and will be allocated by lottery proceedings subject to the “merit” criteria, and minimum academic requirements outlined above for all residences; an additional twenty percent of all places in the Bates Residence will in similar fashion be reserved for students in one of the nine conventional residences on campus; an additional twenty percent of places in the Bates Residence will be reserved for students beyond Level One who are applying from off-campus; the remaining twenty percent of places in the Bates Residence will be reserved for transfer students, graduate students, and students who are applying on the basis of “merit” considerations.

(k) Priority in the assignment of single rooms in all residences will be given first to students elected to office in the residence governing system, followed by students already in residence who are named to the Dean’s Honour List (according to a descending order list of academic year and University Average). Singles remaining after these priorities have been satisfied will be awarded on a seniority basis. Due to the differences in the number of single rooms in each residence building and the varying number of Deans Honour List students each year, it is not possible to guarantee a single room to all students in the above categories.
In order to allow more students the opportunity to experience and contribute to residence life, students who are completing a second Bachelor’s degree at McMaster and who lived in residence at McMaster during the completion of their first degree will not be eligible for admission to residence. Students enrolled in the undergraduate medical programme will not be included in this category, but will be considered graduate students for the purpose of admission to residence. A maximum of 36 spaces in Bates Residence will be allocated to incoming individuals classified as full-time graduate students. These spaces will be assigned on the basis of lottery proceedings.

Incoming international students participating in formally established exchange programs that offer reciprocal housing in the host country will be guaranteed residence of one academic year provided that they meet all admission deadlines. Exchange students will be required to maintain a course load as set out in the exchange agreement. The number of units may be less than the minimum 24 units of study that is normally required to stay in residence. Ten single rooms in Bates Residence will be furnished for international students participating in established exchange programs.
POLICY STATEMENTS

1 McMaster University
   (c) School of Graduate Studies Policy with Regard to Disabled Students
      (Approved April 13, 1989; Revised October 23, 1989 and April 12, 1990)

McMaster University has as its goal the enhancement of the quality of the University environment for persons with disabilities. To this end the University employs a Co-ordinator for the Disabled*, and is continuously making improvements to its facilities with the goal of maximizing access for all students, including those with physical limitations. Accordingly the School of Graduate Studies encourages academically qualified students to investigate, with the co-operation of the School, the relevant academic department(s), and the Co-ordinator, the full range of possibilities open to disabled students at McMaster.

The School of Graduate Studies does not discriminate against academically qualified students with any form of disability when considering applications for admission to graduate programmes. All students are expected to satisfy graduate programme requirements, which may present difficulties for some students contemplating the pursuit of certain programmes at McMaster. Some of these difficulties can be overcome by careful planning, primarily at the departmental level, prior to the commencement of studies on campus. However, others may prove prohibitive barriers.

Through McMaster University’s Co-ordinator for the Disabled the University will continue to take reasonable steps to accommodate disabled graduate students. However, not all modifications to accommodate disabilities are able to be undertaken, particularly having regard to consideration for costs, of outside resources for funding, if any, and Health and Safety requirements, if any, and the maintenance of the University’s academic standards. Special support services are not available through the School of Graduate Studies itself, but may be available through the Co-ordinator for the Disabled. Potential students are strongly encouraged to explore these issues early in the planning of graduate work and are assured of the assistance of the School of Graduate Studies. Approval of any special academic arrangements is to be made by the appropriate Committee and Graduate Admissions and Study.

*The name “Co-ordinator for the Disabled” was changed to “Office for Ability and Access” with approval of McMaster University in 1992-93
I POLICY STATEMENTS

1 McMaster University
(d) Guidelines for the Classroom Assistance and Evaluation for Students with Physical and Learning Disabilities, with Accompanying Recommendations (McMaster University, Faculty of Social Sciences, April 1989)

As stated in the University Calendar, McMaster has a policy of encouraging applications from qualified students with physical or learning disabilities and is committed to trying to facilitate their learning at the university. The number of students with such disabilities attending McMaster is increasing and is likely to continue to do so.

The needs of disabled students may raise questions of classroom or lab assistance and about methods of academic evaluation. At present the Associate Dean’s Office and/or individual faculty members are faced with requests for individual treatment on an ad hoc, often with little information and no policy guidelines to assist them.

The goal of the following guidelines is to insure fair and consistent treatment of disabled students in accordance with their distinct needs and in a manner which is consistent with academic principles and with the reasonably available resources.

The treatment of learning disabled students gives rise to several questions: who decides what modifications in teaching or evaluation methods and procedures are appropriate in each particular case?; what modifications are consistent with the important academic principle that all students in a class should be held to the same standard of performance and evaluated by the same methods?; what resources are needed to assist the student and faculty member in these situation?

Four areas need to be covered: 1. notification of needs; 2. the documentation of particular disabilities and 3. the kinds of modification of teaching and 4. evaluation procedures which are feasible and consistent with academic principles.

1. Notification. For obvious reasons, the Faculty cannot require pre-admission disclosure of disability. It is highly desirable, however, that students come forward to discuss their needs as early as possible with the staff of the Associate Dean. Many situations only come to light after the student has tried and failed to manage without help. Students are understandably reluctant to be publicly singled out, but early requests and clear policy guidelines will assist in the handling of all situations with the maximum of discretion. In view of the special difficulties which many disabled students encounter, it is highly desirable that counselling staff with expertise in learning disabilities be available.

Recommendation One: that all students be advised on admission to the university that early discussion of special needs with the appropriate Associate Dean’s Office is necessary.

2. Documentation. It is essential that all requests for modifications in existing academic procedures be accompanied by documentation from recognized medical authorities, which, in the case of learning disabilities, should include a formal psycho-educational assessment. In addition to a diagnosis of the disability, the documentation should normally include suggestions as to the kind of modifications of procedures which would be helpful to the student.
Since the diagnosis of learning disabilities is difficult and highly technical, and since there is a wide variation in type and degrees of disability, it will be necessary to establish a Faculty (or perhaps University) committee, with access to appropriate expertise, to advise the Associate Deans on the disposition of requests. It is subsequently the responsibility of the Associate Dean’s Office to notify faculty members of particular needs and request their cooperation.

Recommendation Two: that students be advised that special arrangements cannot be approved without appropriate documentation of needs.

Recommendation Three: that a Faculty or cross-Faculty committee be established, with access to appropriate expertise, to advise the Associate Deans on the disposition of requests for special arrangements.

Recommendation Four: that faculty members be advised that all requests made to them for special arrangements should be cleared with the Office of the Associate Dean.

3. Modifications of class/lab procedures.

   a) Students whose disability makes it difficult for them to take notes may be granted permission to tape lectures. This presents no difficulty in most cases. Faculty members, however, have the right to forbid classroom taping. Those wishing to exercise that right should make this clear in the course outline.

   b) Students with physical disabilities may need assistance in the manipulation of apparatus for laboratory work.

4. Modifications of evaluation procedures. It is a fundamental principle of university teaching that all students in a class be judged by the same standard of performance and evaluated by the same methods. Some modifications of evaluation procedures are consistent with that principle but others present varying degrees of difficulty.

   a) Time. For most forms of evaluation—exams, essays, lab reports—it is not essential that all students complete the work in exactly the same amount of time or at the same time. There is normally no difficulty in allowing students extensions of time, within reason. In some exercise, however, time may be an essential component, in which case it is important that the instructor make clear why extensions are not possible and include the information in the course outline.

   b) Place. Class rooms and examination rooms must be accessible to students with physical disabilities. There are a number of reasons why a student may need to write examinations in a separate room with invigilation: the student may have the questions read aloud by the invigilator; the student may type or process answers instead of writing them by hand. These requests present no difficulties.

   c) Mode of communication. Substituting oral for written communication depends on the availability of specialized resources. The student may dictate answers to a scribe. Taped exercise require transcription if they are to be fairly evaluated. In cases where the student may have a verbal disability as well as a writing disability, what is needed is not transcription but translation, a skill not readily available.

   d) Form of evaluation. Requests to be excused from particular forms of evaluation or to substitute one form of evaluation for another (an essay or an oral exam for a written examination, for example) violate the principle of equality of evaluation and are not acceptable modifications of procedure under most circumstances.
Recommendation Five: that request for the waiving of any form of evaluation will not normally be granted.

Recommendation Six: that the university undertake to provide the resources necessary to implement the above recommendation, viz:

- counsellor(s) with expertise in learning disabilities
- assistance, as required, in the manipulation of equipment
- classroom and examination space fully accessible to disabled students
- invigilators, scribes, transcription and translation services, as required, for approved examination arrangements
I  POLICY STATEMENTS

1  McMaster University
   (e) Guidelines for the Classroom Assistance and Evaluation of Students with
      Physical and Learning Disabilities (McMaster University, Faculty of
      Humanities, April 1990)

As stated in the University Calendar, McMaster has a policy of encouraging applications
from qualified students with physical or learning disabilities and is committed to trying to
facilitate their learning at the university. The goal of the following guidelines is to ensure
fair and consistent treatment of disabled students in accordance with their distinct needs
and in a manner which is consistent with academic principles and available resources.

1. All request for special arrangements must be approved by the office of the Associate
   Dean.
2. Students should be advised that special arrangements cannot be approved without
   appropriate documentation of need. Students should seek advice from the Programme
   Coordinator (Student Accommodations).
3. Modification of class procedures: Students whose disability makes it difficult for them
   to take notes may be granted permission to tape lectures.
4. Modifications of evaluation procedures: It is a fundamental principle of university
   teaching that all students in a class be judged by the same standard of performance
   and evaluated by the same methods. Some modifications of evaluation procedures are
   consistent with that principle but others present varying degrees of difficulty.

   a) Time: With appropriate documentation students may be granted extensions of time,
      within reason. In some exercises, however, time may be an essential component,
      in which case it is important that the instructor make clear why extensions are not
      possible.
   b) Place: Classrooms and examination rooms must be accessible to students with
      physical disabilities. There are a number of reasons why a student may need to
      write examinations in a separate room with invigilation.
   c) Mode of communication: Substituting oral for written communication, etc., depends
      on the availability of specialized resources.
   d) Form of evaluation: Requests to be excused from particular forms of evaluation or
      to substitute one form of evaluation from another (essay or oral exam for a written
      examination, for example) violate the principle of equality of evaluation and are not
      acceptable modifications of procedure under most circumstances.

5. Requests for the waiving of any form of evaluation will not normally be granted.
II HUMAN RESOURCES

1 Organizational Charts
   (b) Office for Ability and Access, Student Affairs, McMaster University
## II  HUMAN RESOURCES

1  Organizational Charts
   (c) Other McMaster operational units that work closely and in collaboration with the Office for Ability and Access

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II  HUMAN RESOURCES

2  Office for Ability and Access Personnel - Supporting Detail
   (a) Mr. W. A. Hoch, Manager: Responsibilities and Job Description

POSITION TITLE: Manager, Office for Ability and Access

BASIC PURPOSE OF THE POSITION

- Responsible for overseeing the daily operation of service provisions for students with disabilities
- Advocate on behalf of students with faculty and administration on issues related to education equity
- Develop policy, implement approved policy and procedures as well as review and advise the university regarding operational policy within the university

KEY ACTIVITIES:

- Provide leadership to students, staff, faculty and administration on issues related to persons with disabilities
- Responsible for acting as a liaison to the Ministry of Education and Training
- Act as media contact on policies and issues for the University related to students with disabilities
- Oversee and manage the budget allocation for the Office for Ability and Access and the staff operation components
- Seek additional funding sources or resources from the local, provincial or national areas
- Advise the University on issues of human rights and disability
- Act as a liaison with other university special needs offices in Ontario and North America
- Represent the Office for Ability and Access/University on internal and external committees
- Develop and provide training programmes for the university community
- Act as an ambassador for the University through the educational development of consumers with disabilities, secondary schools and community colleges; establish increased connections with Mohawk College
- Responsible for advocating on behalf of students throughout the university community
HUMAN RESOURCES

2 Office for Ability and Access Personnel - Supporting Detail
(b) Mr. T. Nolan, Programme Coordinator (Student Accommodations):
Responsibilities and Job Description

POSITION TITLE: Programme Coordinator (Student Accommodations)

BASIC PURPOSE

- Provide consultation service to students, faculty and administration regarding the necessary educational accommodations required in order to assist students in their programme of study
- Develop, train and assist members of the university community in fully utilizing the assistive technology and adapted equipment for the variety of disabilities supported by the Office for Ability and Access

KEY ACTIVITIES:

- Consult with students, faculty, Vocational Rehabilitation and other community resources to provide the appropriate resources
- Ensure accommodation needs and requests are sent out for processing by faculty members
- Develop training programmes for students, faculty and staff on understanding and working with students with disabilities
- Consult and assist the following university support areas as they directly relate to being inclusive in meeting the needs of students with disabilities: Registrar’s Office, Counselling Services, Students Health Services, Employment Equity, Student Financial Aid and Scholarship, Housing Services, Parking and Transit Services, Library and Placement Services
- Liaise with and support community initiatives by acting as a community resource to local community initiatives and community advocates
- Consult with high school guidance, special needs and counselling services as required.
  maintain student data and records on a confidential basis
- Provide orientation information to students concerning the university
- Recruit, train and develop volunteers to support the Office for Ability and Access
- Represent the Office for Ability and Access and/or McMaster University on internal and external committees
II HUMAN RESOURCES

2 Office for Ability and Access Personnel - Supporting Detail
   (c) Ms. L. Pearson, Programme Coordinator (Learning Specialist):
       Responsibilities and Job Description

POSITION TITLE: Programme Coordinator (Learning Specialist)

BASIC PURPOSE OF POSITION:
   • Undertake the assessment of individuals with Learning Disabilities concerns and to
     evaluate the results of assignments
   • Advise students and faculty of appropriate issues for accommodating students
   • Implement programmes and strategies for students and the university to support
     Learning Disabled students
   • Advise and assist students that require support for Acquired Brain Injury, psychiatric
     disorders and other cognitive areas

KEY ACTIVITIES
   • Undertake the assessment and/or evaluation of diagnostic testing results.
   • Act as a liaison to students establishing appropriate support programmes and
     services
   • Seek out additional university resource areas to support the Office for Ability and
     Access and/or students with learning disabilities
   • Provide workshops, mini-courses (non-credit), develop materials and strategy
     sessions for students and faculty
   • Liaise with the appropriate university areas or external sources which will support
     learning disability initiatives
   • Plan and develop peer tutoring programmes.
   • Represent the Office for Ability and Access and/or McMaster University on internal
     and external committees
   • Provide recommendations to Academic Advisors and Faculty members on an
     individualized student basis
   • Assist faculty members in designing appropriate modifications to courses which will
     accommodate a specific student’s needs
II HUMAN RESOURCES

2 Office for Ability and Access Personnel - Supporting Detail
   (d) Ms. C. Buckland, Administrative Assistant:
       Responsibilities and Job Description

POSITION TITLE: Administrative Assistant

BASIC PURPOSE OF POSITION:

- To provide administrative, organizational and secretarial support for the Office
- Manage volunteer service areas in alternate media production
- Serve as a source of information to the university and the public in the absence of appropriate staff

KEY ACTIVITIES:

- Provide general office support services for the Office for Ability and Access
- Act as the front line liaison for public enquiries and service requests
- Recruit and train volunteers in developing alternate media support
- Maintain all data bases on students, services and budgets
- Work with Inter-Library loan Librarian to provide all required educational support material
- Oversee the technical production of newsletters and support materials for the office
- Represent the Office for Ability and Access and/or McMaster University on internal and external committees
III CLIENT SERVICE STATISTICS

1 Overview (1994/1995)

The Office for Ability and Access experienced a significant growth in service of 37.2% over the 1993-1994 year.

The growth from 312 students served in 1993/1994 to 428 students in 1994/1995 impacted significantly on the intended service delivery plan. Training and delivery of service modules had been a target for the year, the reality was that student service delivery needs superseded the intentions.

The list below establishes a rank order of service provision areas for actual students registered with our Office in 1994-1995:

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
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It should be noted that the greatest increase once again was in the Learning Disability support area.

The Faculties with the greatest percentages of self identified students were as follows:

<table>
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<tr>
<th>Faculty</th>
<th>Percentage</th>
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<tr>
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<td>43.0%</td>
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<td>CONTINUING EDUCATION</td>
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<tr>
<td>ALL OTHERS</td>
<td>14.3%</td>
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To attempt to ensure educational equity every registered student is provided with an Individual Education Plan (IEP) which is first discussed with the student and their programme coordinator and then it is sent for approval by the appropriate Associate Dean. A working partnership which recognizes the responsibilities of the student, instructor and the Faculty or School is a major objective. On going revisions to IEP's take place throughout the year.

In order to ensure that student need and faculty support are partnerships, students are educated in providing a self advocacy model. Self advocacy ensures that students will discuss and develop strategies for learning that meet the needs of the student in cooperation with each instructor.
2 Student Services


Dollars Available Per Registered Client with the Office for Ability and Access (1990-1991 to 1994-1995)
2 Student Services

(b) Voluntary Registration by Disability Comparison

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NOTE: The "OTHER" category includes:
- Chronic Fatigue
- Attention Deficit Hyperactivity Disorder
- Repetitive Strain Injury
- Mental Health
- Medical
- Traumatic Brain Injury
- Temporary Disabilities
2 Student Services

(c) Voluntary Registration by Disability (1990-1991)
2 Student Services

(d) Voluntary Registration by Disability (1991 - 1992)
2 Student Services

(e) Voluntary Registration by Disability (1992 - 1993)
2 Student Services

(g) Voluntary Registration by Disability (1994 - 1995)
2  Student Services  
(h) Students by Disability, Faculty and Gender (1994 - 1995)

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| FACULTY TOTAL  | 3   | 12  | 22  | 5   | 12  | 69  | 42  | 69  | 23  | 20  | 43  | 184 | 54    |

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30
2 Student Services

(i) Students by Disability and Faculty (1994 - 1995)

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AD  Attention Deficit Hyperactivity Disorder
CF  Chronic Fatigue
HE  Hearing
LD  Learning Disability
ME  Medical
MH  Mental Health
MO  Mobility
OT  Other
RS  Repetitive Strain Injury
TB  Traumatic Brain Injury
TE  Temporary Disability
VI  Visual
IV SERVICES/PROGRAMMES/EQUIPMENT INVENTORY

1 Inventory Overview
   (a) Services and Programs within the Office for Ability and Access

Hearing Systems
- 2 phonic ear multi-channel FM receivers and attachments
- 4 phonic ear FM systems and attachments
- Finalized installation of FM hearing systems
- 1 boundy microphone

Audio Visual/Tape Equipment
- 3 microcassette recorders
- Kodak Star 935 camera
- 1 Aldus magnetic field tester
- 2 talking book machines
- 8 standard cassette players/recorders
- 1 portable cassette recorder
- 1 microprocessor transcriber

Computing Facilities and Accessories - Student Labs - (Burke Science, Kenneth Taylor Hall and Togo Salmon Buildings)
- 6 IBM PS2 main units
- 6 computer monitors
- 1 Epson printer
- 3 Apollo speech synthesizers
- 3 acoustic braille print covers
- 2 keypads
- 3 AC recharges for Apollo speech synthesizers
- 6 computer keyboards
- 2 Toshiba printers
- 3 Vista large print software
- 3 index Braille printers
- 1 Kurzweill reading machine
- 4 mice

Computing Facilities - For exam use
- 3 IBM PS2 main units
- 3 computer keyboards
- 3 computer monitors
- 1 IBM screen reader software
- 1 Apollo speech synthesizer
- 3 Epson dot matrix printers
- 1 Vista large print software
- 1 keypad
- 1 keypad
Computing Equipment
- 2 Stylewriter II printers
- 1 Macintosh Centris 610 main unit
- 1 keyboard for Centris 610
- 1 Bit 386 SX 16 main unit
- 1 keyboard for Bit
- 1 HP deskjet 550C
- 1 HP deskjet 500
- 1 Ultinet portable PC
- 2 monitor for Everdata
- 1 Colorado Jumbo 250MB tape backup
- 2 HP laserjet 4M
- 2 monitor for Packard Bell
- 2 mouse for Packard Bell
- 1 monitor for 6100-60
- 1 pair speakers for 6100-60
- 1 Colour Stylewriter printer
- 1 Macintosh keyboard
- 12 electrically height adjustable computer table
- 2 Macintosh Powerbook 180 laptop
- 1 Macintosh monitor for Centris 610
- 1 pair speakers for Centris 610
- 1 monitor for Bit
- 1 mouse for Bit
- 1 upgrade for HP deskjet 550C
- 1 Vista large print software
- 2 386DX33 Everdata main unit
- 2 keyboard for Everdata
- 1 mouse for Everdata
- 2 Packard Bell main unit
- 2 keyboard for Packard Bell
- 1 Powermac 6100-60 main unit
- 1 keyboard for 6100-60
- 1 mouse for 6100-60
- 1 Packard Bell 286 notebook computer
- 2 mice

Other Equipment - Storage
- 1 4ft portable ramp
- 1 8ft portable ramp
- 1 6ft portable ramp
- 2 10ft portable ramps
Other Office Equipment

- 1 double pedestal desk
- 1 single pedestal desk
- 2 divider panels
- 1 fax machine
- 1 TDD/TTY machine
- 1 office shredder
- 1 desk unit with box files
- 1 round table
- 6 PVC vertical blinds
- 8 recorder covers
- 1 Genexxa receiver
- 1 set speakers
- 1 Realistic portable double tape player
- 1 cellular phone

- 1 open hutch
- 3 office chairs
- 1 storage bookcase
- 3 task chairs
- 1 Canon electronic typewriter
- 1 interview chair
- 1 3 drawer vertical file
- 4 chairs
- 1 bookcase
- 3 cork boards
- 1 double tape deck
- 1 TV/VCR combination
- 1 set headphones
- 1 pager

List of Rooms Operational with FM Systems (23 rooms)

Ivor Wyne room 224
Hamilton Hall room 110
Gilmour Hall rooms 111A, 204
Convocation Hall room 204
Engineering room 264
Divinity College room 144
Chester New Hall rooms B107, B108, B121
Togo Salmon Hall rooms B106, B128, 122, 120

Heddon Hall room B10
Burke Sciences rooms B135, B103
A.N. Bourns Sci. Bldg. rooms 102, 164
Kenneth Taylor Hall B135
General Sciences room 102
Psychology Building rooms 151, 155
V PROFESSIONAL DEVELOPMENT

The following items represent the direct involvement of all staff in the Office for Ability and Access:

1 Office for Ability and Access, McMaster University

(a) Seminars/Conferences Attendance
1) Access to Graduate and Professional Education (A.G.A.P.E.) and Ministry of Education and Training Research Committee on Post-Graduate Education for Persons with Disabilities
2) Association for Higher Education and Disability (AHEAD) - Annual Conference Columbus, Ohio (2 staff)
3) Communication Assistance Manufacturing Association (CAMA) Educational Workshops for Augmentative Communication Aids - April 1995
4) Council of Ontario Universities (C.O.U.) Education and Employment Equity Committee - Provincial Advisory Committee to COU Executive Heads
6) Inter-university Disability Issues Association (I.D.I.A.) - Learning Disabilities Roundtable
7) Inter-university Disability Issues Association (I.D.I.A.) meetings - 5 meetings
8) Learning Disabilities Institute - Annual Summer Conference - Connecticut
9) Paradox Database Training - Levels I, II
10) Stress in the Workplace
12) Stress Solutions Workshop for Women - Presented by CareerTrack through Human Resources

2 McMaster University and Affiliates Education

(a) Presentations and Workshops
1) Accommodations in Placements for Students with Mental Illness - School of Social Work - January 1995
2) Discovery Days - Campus Information Sessions
3) Disability in Society - Presentation and Workshop to School of Social Work Placement Students
4) Disability Today Magazine - Caravan 94/95
5) Office for Ability and Access Volunteer Training - On-going
6) Preparing Students with Learning Disabilities for University - Hamilton-Wentworth Education Committee - March 1995
7) Services for Students with Learning Disabilities at McMaster University - Hamilton-Wentworth SEAC - October 1994
8) Special Education Advisory Committee (S.E.A.C.) - Hamilton-Wentworth Separate School Board - Panel and Presentation - March 1995
9) Special Interest Groups for Students - 9 workshops - March 1995
10) Support Groups for Students - 9 workshops - February 1995
11) University Transition Issues for Students with Disabilities - Ontario School Counsellors Association - November 1994

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(b) McMaster
1) American Sign Language Interpreters for Convocation - Fall 1994 and Spring 1995
2) Convocation - Fall 1994 and Spring 1995
3) CFMU - Regular Guest on Information Radio
4) Deans of Study - Academic Deans Committee (member)
5) Faculty of Science - Presentation to Department Chairs
6) Information Technology - Presentations to Computer Information Systems staff re: Special Needs Accommodation and Print Handicapped Document Accessibility
7) Library - Presentation on Special Computing Needs
8) Non-Instruction Student Services (N.I.S.S.) - Review of Residence Operations
9) Presentation re: new Applied Health Sciences building
10) Student Affairs Management Team

3 Public - Education
(c) Community and External Committee Involvement
1) Canadian National Institute for the Blind (C.N.I.B.) - Client Services Committee
2) Canadian Rehabilitation Council for the Disabled (C.R.C.D.) - National Board of Directors
3) Hamilton-Wentworth Education Committee - Committee Member
4) Hamilton-Wentworth Regional Advisory Committee for Persons with Physical Disabilities
5) Learning Disability Association of Hamilton-Wentworth
6) Ontario March of Dimes - Board of Directors (Provincial)
7) Ontario March of Dimes - Government Relations Committee
8) Ontario March of Dimes - Non-Profit Housing Corporation - Director
9) WorkABLE - Board of Directors
VII  FUTURE PLANS

Student Affairs
Continue to work on developing a university wide strategic planning approach to providing educational equity for students with disabilities. This will involve on-going training and development for staff, faculty members and for students registered with the Office for Ability and Access.

Learning Disabilities
Continue to deliver a set of specific educational support services and modules for faculty members, as appropriate. Continue to develop additional student support resources for learning disabled students.

Student Advocacy
Continue to implement a student centred service approach which involves students in advising and recommending how to assist the University in meeting the educational needs of special needs students. Further develop the Individual Educational Plan (IEP) process.

Campus Accessibility
Utilize the on-going accessibility audit programme to further discussions for change and initiate the process of reasonable accommodation changes to University facilities and policies as required to assist students in meeting their educational studies. Work closely with Employment Equity efforts of the University.

Policy Reviews
Continue to work with all Faculties, Schools and administrative departments in order to assist them in evaluating, updating and reviewing policies and procedures that may affect students with disabilities.

Equity and Access Centre
The integration of the Office for Ability and Access, Employment Equity, the University Human Rights Consultant/International Students Advisor and the Sexual Harassment Officer into one location facilitates a unified approach to supporting the University and students in addressing issues related to equitable treatment. This also allows for a cooperative spirit and process related to utilizing the expertise of a wide variety of specialists in addressing issues. The tabling of a University policy on anti-discrimination may be a support policy for students to pursue.

Growth and Student Support
The average 43% growth factors experienced over each of the last three years and an anticipated 33% growth during 1995-1996 will require a review and consideration of the approach and allocation of personnel resources for student support. As the special funding base for this programme may be removed at any time, the need to ensure legal compliance and on going support for the students continues to be a significant issue.
Ministry of Education and Training
A concerted effort to educate the various levels of the Ministry, as to the higher education requirements of special needs students, must be continued. The withdrawal of funding or the continued flat lining or a potential shrinkage will place students at risk in their efforts to seek equity in both education and the workplace.

McMaster University Support Units
Continued development of support to Planning and Construction, Physical Plant and Faculties will be undertaken on both a consulting and support model basis to assist in providing educational equity in the areas of facility and student support to the academic and curriculum areas.
APPENDIX A  Information Related to Provincial Task Force on
Print Handicap Access

Previous and Current Undertakings

The Office for Ability and Access and a variety of additional service providers at McMaster
University will undertake a comprehensive effort to ensure alternative format materials are
available in a timely manner for students with print handicaps.

The University currently maintains a number of entry points for students to access direct
support services related to their print handicap needs (e.g. each of the libraries, the Office
for Ability and Access).

Specialized access points for the translation of hard print material into a variety of formats
are available. The special access points provide students and staff with the ability to
undertake the scanning, translation and the subsequent choice of any hard copy materials
into a variety of formats.

As the central print handicap access point, the main university library (Mills Library) is open
during regular library hours. Throughout the year students generally have access to
alternate translation services for at least thirteen hours on five days of the week and
approximately eight hours on weekends. Alternative media formats available include print
to voice, Grade 1 and 2 braille, and the ability to store documents in ASCII for conversion
to other formats as desired by the student. Students who request print accessible
accommodation are trained in the operation of the resources available at the library
accessibility centre.

In addition, the Office for Ability and Access provides the same services during regular
office hours. Special arrangements for outside the 8:00 hours to 17:00 hours can be made
through the office. The OAA provides an “in-house scanning service”, where students can
drop off small amounts of reading material for conversion and where possible, the
documents are scanned and the alternative format is returned to the student within twenty-
four to forty-eight hours (except on weekends when students can scan their own
materials).

During the 1994 - 1995 year, two additional sites on campus provided scanning services
and translation to braille, large print or voice output. These were located in Kenneth Taylor
Hall (KTH) and Burke Science Building (BSB). The Computing Labs are generally available to
student users from 08:30 hours until 23:30 hours (weekdays) and 10:00-17:00 hours on
weekends. These areas were utilized by students to transfer information into user friendly
formats as they required.

Through McMaster University’s, Xerox Docutech System, access to all course materials
printed on campus is available to the print handicapped student in hard print format (size
of reproduction is the choice of the student). These hard copy formats are available equally
for all students on campus. This is a unique resource providing a degree of equity that is
not found on all university campuses. Discussions with the Xerox research development areas continue in order to attempt to find a means of reproducing the documents in all alternative access formats.

Transcription services (audio and braille) are available to students by our volunteer reading service, the W. R. MacDonald School for the Blind and the PAL service area. Students are asked to work closely with the University special needs librarian to obtain their course materials and texts in a timely manner.

After students self identify their courses and sections, their needs are identified and requests for course outlines, readings and book lists are made to individual instructors for translation into alternative formats.

The Associate Deans (Academic) cooperate closely with the OAA to ensure that reading lists are provided well in advance. The support of each Faculty area and the faculty members is integral to the service provision and could be considered a model of cooperative efforts.

McMaster has entered into an agreement with the CANCOPY consortium that allows our students to reproduce or have reproduced for them materials that special needs students require. This is an important agreement because the University has ensured the availability of all materials in accordance with the CANCOPY contract for print handicap students.

**Long Term Issues**

The University continues to explore and add to the service provision that print handicap students need and desire.

On going discussions with Xerox are being undertaken to request their research and development support to change the Xerox DOCUTECH system from a solely hard copy reproduction system (graphic image format) to a text encoding and decoding system. Xerox is cooperative and considering this approach but are unable to provide assurance that this can be accomplished. We intend to pursue this area as text book publishers and others consider and are entering the self publishing world.

The Deans of Study (Academic) are pursuing the policy and procedural issues concerning all students with disabilities due to the increasing demand for support and accommodation. It is anticipated that a formal review of the aforementioned will be undertaken in the 1995-1996 school year.

Additionally, McMaster is aware of the increasing use of the “on line world” to access information and pursue academic studies and research. A recognition of the focus of information resources through rapidly advancing technology such as the wired class room, the INTERNET and WWW servers has been noted. We continue to explore cost effective means of ensuring access for print handicapped students to all these technologies. The on line world of information will no doubt be THE evolving information technology in the in the next five years that students with print handicaps will require supportive services.